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AUTHOR	Ehrlich, Alan G.
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ABSTRACT

This content analysis schedule for Building Bilingual Bridges of P.S. 2, New York, New York, presents information on the history, funding, and scope of the project. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. Inserts include information on classroom instruction, plans for the second year of operation, and community involvement. (SK)

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Proj # 7
Brooklyn, N.Y.

PROJECT BEST
Bilingual Education Applied Research Unit
N.Y.C. Bilingual Consortium
Hunter College Division
695 Park Avenue
N.Y.,N.Y.10021

ED 074864

CHECK (✓) DOCUMENTS READ FOR CONTENT ANALYSIS SCHEDULE

____ Initial Proposal

✓ 2nd Year Continuation Data included in this schedule

✓ 3rd Year Continuation (on separate C.A.S.)

Give Dates and Note if Evaluation is included in continuation.

	1st year	2nd year	3rd year
Evaluation design			
Interim evaluation			
Final evaluation			
Pre-audit		Dec. 1970	
Interim audit	April, 1970		
Final audit	Sept. 1970		

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Project Best
Bilingual Education Applied Research Unit
Hunter College, 695 Park Ave., N.Y., N.Y. 10021

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Developed by Marietta Saravia Shore
Coordinator, BEARU

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Bilingual Education Applied Research Unit
project b.e.s.t.
n.y.c. consortium on bilingual education

0.1 Project No. 7

CONTENT ANALYSIS SCHEDULE
FOR BILINGUAL EDUCATION PROGRAMS

Research Assistant ALAN G. EHRLICH Date 17 JANUARY 1972

0.2 Name of Project BUILDING BILINGUAL BRIDGES

0.3 Address of Project P.S. 2 Manhattan, 122 Henry St

0.4 New York, New York, 10002

.05 STATE 0.5 19

1-Alaska	11-Louisiana	21-Oklahoma
2-Arizona	12-Maine	22-Oregon
3-California	13-Massachusetts	23-Pennsylvania
4-Colorado	14-Michigan	24-Rhode Island
5-Connecticut	15-Montana	25-Texas
6-Florida	16-New Hampshire	26-Utah
7-Guam	17-New Jersey	27-Vermont
8-Idaho	18-New Mexico	28-Washington
9-Illinois	19-New York	29-Wisconsin
10-Indiana	20-Ohio	30-Other (specify)

1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project began under Title VII:

see Project No.
97 - 1969
07 - 1970
17 - 1971

1.1 97

2.0 FUNDING (Mark all that apply)

2.1 1-Any PRIOR funding of BILINGUAL program, if Title VII continues or expands that program
0-no prior funding mentioned

2.1 0

2.2 Year prior funding began

2.2 N.A.

2.3 Prior bilingual program involved:
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
0-not specified

2.3 N.A.

2.4 Source of prior bilingual program funding:
1-local
2-state
3-foundation
4-university
5-federal (specify)
6-other (specify)

2.4 N.A.

0.2 Name of Project BUILDING BILINGUAL BRIDGES

0.3 Address of Project P.S. 2 Manhattan, 122 Henry St

0.4 New York, New York, 10002

.05 STATE 0.5 19

1-Alaska	11-Louisiana	21-Oklahoma
2-Arizona	12-Maine	22-Oregon
3-California	13-Massachusetts	23-Pennsylvania
4-Colorado	14-Michigan	24-Rhode Island
5-Connecticut	15-Montana	25-Texas
6-Florida	16-New Hampshire	26-Utah
7-Guam	17-New Jersey	27-Vermont
8-Idaho	18-New Mexico	28-Washington
9-Illinois	19-New York	29-Wisconsin
10-Indiana	20-Ohio	30-Other (specify)

1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project began under Title VII: 1.1 97

see Project No.
97 - 1969
07 - 1970
17 - 1971

2.0 FUNDING (Mark all that apply)

2.1 1-Any PRIOR funding of BILINGUAL program, if Title VII continues or expands that program
0-no prior funding mentioned 2.1 0

2.2 Year prior funding began 2.2 N.A.

2.3 Prior bilingual program involved: 2.3 N.A.
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
0-not specified

2.4 Source of prior bilingual program funding: 2.4 N.A.
1-local 4-university
2-state 5-federal (specify)_____
3-foundation 6-other (specify)_____

2.5 1-CONCURRENT funding of program(s), if cooperating with Title VII program
0-no concurrent funding mentioned 2.5 1

2.6 Concurrent program cooperating with Title VII involves: 2.6 1,2
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
4-teachers
0-not specified

2.7 Source of concurrent funding, if cooperating with Title VII program: 2.7 1,2,4
1-local 4-federal (specify Title I (C '70-p.1))
2-state 5-other (specify) _____
3-university

2.8 Total Title VII grant (first year only) 2.8 $139,000.00

2.9 Total funds for concurrent program(s) cooperating with Title VII 2.9 $240,000.00 (C'70-p.1)

3.0 1-If a UNIVERSITY is working with the Title VII program, specify which: FORDHAM UNIVERSITY (E'70-p.84) 3.0 1
0-none

4.0 SCOPE of PROJECT

4.1 Numbers of schools involved in Title VII program: 4.1 1

1-one 4-four 0-not specified
2-two 5-five
3-three 6-other

4.2 Total number of students in program A. First year 4.2 A 180 (C'70-p.27)
B. Second year DISCREPANCY B 320/360 (C'70-p.1 +p2)
C. Third year C 170

4.3 Grade level of students in program; number of classes per grade and total number of students by grouped grade levels (by second year)

Grade	Number of Classes
PS-PreSchool	8
K-Kndgtn	4
PSK 210 TOTAL NO. students PS and K	

Grade	Number of Classes
7-grade 7	
8-grade 8	
9-grade 9	
B ____ TOTAL students gr. 7-9	

(C'70-p.2)

1-grade 1	2
2-grade 2	2
3-grade 3	2
4-grade 4	
5-grade 5	
6-grade 6	
A 150 TOTAL students gr. 1-6	

10-grade 10	
11-grade 11	
12-grade 12	
C ____ TOTAL students gr. 10-12	

4.4 1-All classes graded 4.4 1
2-All classes ungraded
3-Some classes ungraded
If ungraded, specify ages or grades grouped together: _____

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

5.1 Students Dominant and Native language interaction and cultural affiliation (Indicate number of students in each category and specify cultural affiliation in box) (Circle any information which is inferred and write INF.)

	I Non-English Dominant	II English Dominant
1. Total Non-English Mother Tongue	I N-E Dom - NEMT: CHINESE/Puerto Rican 302	II E-Dom - NEMT: N.S. (some)
2. Total English Mother-Tongue		II_2 E-Dom - EMT: N.S.

I Total Non-English Dominant: 302

II Total English Dominant: 23

5.0		No.	%
NE dom N-EMT	I	302	96%
E dom NEMT	II_1	N.S.	
E-Dom EMT	II_2	N.S.	
Total E-Dom II= II + II		23	4%

4.3 Grade level of students in program, number of classes per grade and total number of students by grouped grade levels (by second year)

Grade	Number of Classes
PS-PreSchool	8
K-Kndgtn	4
PSK 210 TOTAL NO. students PS and K	
1-grade 1	2
2-grade 2	2
3-grade 3	2
4-grade 4	
5-grade 5	
6-grade 6	
A 150 TOTAL students gr. 1-6	

Grade	Number of Classes
7-grade 7	
8-grade 8	
9-grade 9	
B TOTAL students gr. 7-9	
10-grade 10	
11-grade 11	
12-grade 12	
C TOTAL students gr. 10-12	

(C '70 - p.2)

4.4 1-All classes graded — 4.4 1
2-All classes ungraded
3-Some classes ungraded
If ungraded, specify ages or grades grouped together:

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

5.1 Students Dominant and Native language interaction and cultural affiliation (Indicate number of students in each category and specify cultural affiliation in box)
(Circle any information which is inferred and write INF.)

	I Non-English Dominant	II English Dominant
1. Total Non-English Mother Tongue	I N-E Dom NEMT CHINESE/PUERTO RICAN 302	II E-Dom - NEMT N.S. (some)
2. Total English Mother-Tongue		II_2 E-Dom - EMT N.S.

5.0		No.	%
NE dom N-EMT	I	302	96%
E dom NEMT	II_1	N.S.	
E-Dom EMT	II_2	N.S.	

I Total Non-English Dominant: 302

II Total English Dominant: 23

Total E-Dom II= II_1 + II_2 23 4%

(C - '70 - p.1)

KEY:	Non-English Dominant	English Dominant
	N-E Dom N-EMT	E-Dom N-EMT
Non-English Mother Tongue	Example: a native Spanish speaker who uses Spanish in most contacts though he may know English	Example: a native Spanish speaker who uses Spanish only in familiar contacts, and English in all others; school, work.
	N-E Dom - EMT	E-Dom - EMT
English Mother Tongue	Example: (rare) a native English speaking Puerto Rican child, born in New York who returns to Puerto Rico and becomes Spanish dominant	Examples: 1)a native E.speaking acculturated American who may or may not know a second lang. 2)a native E. speaking Mexican-American child who has a minimal receptive knowledge of Spanish, but has a Latin culture affiliation

5.2 Cultural or Ethnic identification of target students in program by number and % of each:

Indigenous Americans:		Number	Per Cent of Total Students	if inferred, check (✓)
A1 Navajo	A1		%	
A2 Cherokee	A2		%	
A3 Other (specify)	A3		%	
A TOTAL No. of American Indian A			%	
Americans of other ethnic backgrounds:				
B1 Mexican-American	B1		%	
(B2) Puerto-Rican inf	B2	40	25 %	
B3 Cuban	B3		%	
B4 Other Spanish-American (specify)	B4		%	
B TOTAL No. of Spanish-speaking Americans	B		%	
C Portuguese-American	C		%	
D Franco-American	D		%	
(F) Chinese-American	F	105	63 %	
G Eskimo	G		%	
H Russian	H		%	
J Other	J		%	
I TOTAL number of N-ENT target students		145	88 %	

5.3 Ethnic identity of English mother tongue students other than target population, if specified, by number and per cent.

E1 OTHER	E1 23	12 %	
E2	E2	%	
II TOTAL number of ENT students other than target population	23	12 %	

5.4 Students' native language or mother tongue if DIFFERENT from **their dominant language.**

5.4 N S

Dominant language	Different Native Language (specify)	Number	Per Cent
1-English			
2-Spanish			

5.5 Students' Dominant Language and Extent of Bilingualism

Dominant language of students in program		Number of Monolingual Students			Number of students Bilingual to any extent		
Number	%	not spec.	No.	%	not spec.	only listening comprehension	speaking ability

B1 Mexican-American	B1	..... %	.....
(B2) Puerto-Rican inf	B2 40	25 %	.....
B3 Cuban	B3	..... %	.....
B4 Other Spanish-American (specify)	B4	..... %	.....
B TOTAL No. of Spanish-speaking Americans	B	..... %	.....
C Portuguese-American	C	..... %	.....
D Franco-American	D	..... %	.....
(F) Chinese-American	F 105	63 %	.....
G Eskimo	G	..... %	.....
H Russian	H	..... %	.....
J Other	J	..... %	.....
I TOTAL number of N-EMT target students	145	88 %	.....

5.3 Ethnic identity of English mother tongue students other than target population, if specified, by number and per cent.

E1 OTHER	E1 23	12 %	.....
E2	E2 —	..... %	.....
II TOTAL number of EMT students other than target population	23	12 %	.....

5.4 Students' native language or mother tongue if DIFFERENT from their dominant language. 5.4 N S

Dominant language	Different Native Language (specify)	Number	Per Cent
1-English	.....	.....	.....
2-Spanish	.....	.....	.....

5.5 Students' Dominant Language and Extent of Bilingualism

	Dominant language of students in program			Number of Monolingual Students			Number of students Bilingual to any extent				
	Number		%	not spec.	No.	%	not spec.	only listening comprehension No.	%	speaking ability No.	%
E	23	English	4	✓			✓				
A		American Indian									
A1		Navajo									
A2		Cherokee									
A3		Keresan									
A4		Other (spec.)									
B	NS	Spanish		✓			✓				
C		Portuguese									
D		French									
F	NS	Chinese		✓							
G		Eskimo					✓				
H		Russian									
J		Other (spec.)									

5.6 Recruitment of Students: 5.6 3 (C '70-p 32)
0 - not specified
1 - English Mother Tongue and Non English Mother Tongue Students are required to participate in the bilingual program See Xerox 4a
2 - Only N-EMT are required to take program; EMT's participation is voluntary
3 - Both EMT and N-EMT participation is voluntary

5.7 Proportion of EMT pupils in project area: see Chart C 5.7 ? DISCREPANCY IN CHART
n.s. - not specified on the chart (C'70-p.1)

5.8 Community Characteristics (mark ally that apply) 5.8 1
0 - not specified
1 - inner city-ghetto
2 - major city
3 - small city, town or suburb
4 - rural
5 - other (specify)

5.9 A. Socio-economic status of N-EMT participating students (indicate specific percent of low SES) 5.9 A. 96% (C'70-p.2)
B. Average family income, if mentioned B. N.S.
n.s. - not specified

5.10 Socio-econonomic status of EMT participating students (indicate specific percent of low SES on the blank) 5.10 90% (Approx.)
n.a. - not applicable (no EMT)
00 - not specified

5.11 Proportion of migrant students in project (Indicate specific percent) 5.11 27% (c.'70.p.2)
n.s. - not specified

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey: 6.1 I 1
II 1

	I for N-EMT group	II for EMT group
1 was made	✓	✓
2 will be made		
0 not mentioned		

6.2 If a sociolinguistic survey was or will be made, mark all groups included: 6.2 I 1, 2, 3
II 1, 2, 3

	I N-EMT	II EMT
1 parents	✓	✓
2 children	✓	✓
3 teachers	✓	✓
4 community		
5 others (specify)		

6.3 Language dominance of N-EMT groups (check: A ✓ parents, B ✓ children, C ✓ teachers) will be determined by the extent each language is used in different domains through various means of communication.
e.g. specify extent descriptively: never, sometimes, always 6.3 A N.A.

5.8 Community Characteristics (mark ally that apply) 5.8 1

0 - not specified
1 - inner city-ghetto
2 - major city
3 - small city, town or suburb
4 - rural
5 - other (specify)

5.9 A. Socio-economic status of N-EMT participating students (indicate specific percent of low SES) 5.9 A. 96% (C'70-p.2)

B. Average family income, if mentioned B. N.S.

n.s. - not specified

5.10 Socio-econonomic status of EMT participating students (indicate specific percent of low SES on the blank) 5.10 90% (Approx.)

n.a. - not applicable (no EMT)

00 - not specified

5.11 Proportion of migrant students in project 5.11 27% (c.'70.p.2)

(Indicate specific percent)

n.s. - not specified

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey: 6.1 I 1

II 1

	I for N-EMT group	II for EMT group
1 was made	✓	✓
2 will be made		
0 not mentioned		

6.2 If a sociolinguistic survey was or will be made, mark all groups included: 6.2 I 1, 2, 3

II 1, 2, 3

	I N-EMT	II EMT
1 parents	✓	✓
2 children	✓	✓
3 teachers	✓	✓
4 community		
5 others (specify)		

6.3 Language dominance of N-EMT groups (check A ✓ parents, B ✓ children, C ✓ teachers) will be determined by the extent each language is used in different domains through various means of communication. 6.3 A N.A.

e.g. specify extent descriptively: never, sometimes, always B N.A.

C N.A.

DOMAINS:	USE NON-ENGLISH LANG.				USE ENGLISH			
	LISTENING	SPEAKING	READING	WRITING	LISTENING	SPEAKING	READING	WRITING
1 Home	Always	Always	Sometimes				Sometimes	
2 Church								
3 School	Sometimes	Sometimes			Always	Always		
4 Work								
5 Socializing								
6 Neighborhood	Always	Always						
7 film-TV-radio					Always			
8 Magazines, news								
9 Others (specify)								

first grade in one of our experimental bilingual education classes. She developed a resistance not only to IPI but to bilingual education for her child. We had to insure that when teaching bilingually with our bilingual teachers, the regular classroom teacher instructed the Parents Association President's child in English rather than in the child's native language. The child is English dominant. This was not seen as a serious social situation for our program. We also had two other cases out of 180 children. We made sure that the wishes of the parents as to their child's participation in the direct teaching aspect of the bilingual education program was followed.

4. We did secure during the months of October and November parental consent slips for children to continue in the program. We followed this approach when we saw that it would be difficult to shift children in the program in terms of whether their parents wanted them included in our classes. The classroom teachers, according to our informal conversations with them, would resist this type of movement. This would consequently endanger the whole program. Out of approximately 180 children in our program, we received responses from 120 parents. We found that 112 parents accepted the bilingual program and wanted their children to be in these classes. Eight parents did not want their children to receive it but would allow them to continue in these classes. Consultations indicated that they wanted no direct bilingual instruction but would accept indirect bilingual instruction. Program delays made us decide to select one room as a working model-type classroom. This idea was developed in December and January. Thus we can persuade other classroom teachers by a concrete example. The paraprofessionals and teachers can say: "Yes, bilingual education benefits all children".

5. We selected one first grade class as our model. We channeled into it many of our resources . We organized the class, worked with small groups, brought in our project paraprofessionals, gave intensive training to our paraprofessionals, the classroom teacher and the bilingual teachers in IPI as well as in native language instruction. We used the bilingual approach in teaching concepts and in the use of language in teaching mathematics. We believe this technique did work. Our model classroom showed a great amount of progress improvement. We were able to use this as a selling point indicating success for our bilingual program. We fully trained children in the use of the learning laboratories. We stressed classroom management and responsibility on the part of children in the use of the equipment. Our model benefited from our hiring of staff personnel (the evaluator in January and February, the teacher trainer in February, the supervising clerk/steno the day after Washington's Birthday). We saw great progress not only in our model classroom, but also in the rest of the program. Our model worked. We needed to implement it fully throughout the rest of the project.

6.4 If not included in survey, how was student's language dominance determined? 6.4 I 2 II 2

	I N-EMT	II EMT
1-inferred by use of surname		
2-established by formal testing of students	✓	✓
3-assessed by informal means (specify how)		
4-not mentioned		

6.5 Sociolinguistic Survey includes: (check all that apply) 6.5 0

An analysis to determine if an interlanguage exists in the community (e.g., a mixture of two languages which serves as a single system of communication for a group of people).
1-yes
0-no

Attitudes toward maintenance or shift:

6.6 N-EMT parents' attitudes toward maintenance of child's N-EMT in particular domains of use or complete shift to English 6.6 1
1-yes
0-no

6.7 EMT parents' attitudes toward their children's learning of the N-EMT language 6.7 1
1-yes
0-no

6.8 Children's own attitudes regarding the second language they are learning and the speakers of that language 6.8 0
1-yes
0-no

6.9 If not included in survey how were parental and/or community attitudes toward N-EMT maintenance determined? 6.9 2
1-will not be assessed
2-will be assessed, method not specified
3-has been or will be assessed by method other than sociolinguistic survey (specify how) PARENTAL CONSENT SLIPS (C '70-p.27) See Xerox Copy 4a

6.10 1-After sociolinguistic survey is made, how does it influence program? (specify) (e.g. transfer or maintenance instructional programs) Through language grouping within the class 6.10 1
0-not mentioned

7.0 STAFF SELECTION

7.1 Linguistic background of project teachers, by number in each category: (indicate non-English language in each box)

a group of people).
1-yes
0-no

Attitudes toward maintenance or shift:

6.6 N-EMT parents' attitudes toward maintenance of child's N-EMT in particular domains of use or complete shift to English
1-yes
0-no — 6.6 1

6.7 EMT parents' attitudes toward their children's learning of the N-EMT language
1-yes
0-no — 6.7 1

6.8 Children's own attitudes regarding the second language they are learning and the speakers of that language
1-yes
0-no — 6.8 0

6.9 If not included in survey how were parental and/or community attitudes toward N-EMT maintenance determined? — 6.9 2
1-will not be assessed
2-will be assessed, method not specified
3-has been or will be assessed by method other than sociolinguistic survey (specify how) PARENTAL CONSENT SLIPS

(C '70-p.27) See Xerox Copy 4a

6.10 1-After sociolinguistic survey is made, how does it influence program? (specify) (e.g. transfer or maintenance instructional programs) Through language grouping within the class — 6.10 1
0-not mentioned

7.0 STAFF SELECTION

7.1 Linguistic background of project teachers, by number in each category: (indicate non-English language in each box)

___ Language dominance not specified
___ Mother tongue not specified
___ not specified whether monolingual or bilingual

(if any information is not specified, cross out that heading and complete the rest of the chart)

	A-Monolingual	B-Bilingual
I N E Dom. NEMT	N=	N= 6 Chinese Puerto Rico 3
II E Dom EMT	N=	N= 1
II_1 E Dom NEMT	N=	N=

A Total Number Monolingual ____

B Total Number Bilingual 7

Total Number of Teachers N 7

7.1

		No.	%
I	A		
I	B	6	86
II	A		
II	B	1	14
II_1	A	—	—
II_1	B	—	—
	A	0	
	B	7	100
	N	7	

7.2 Linguistic background of project aides or paraprofessionals, by number:
(indicate non-English language in each box)
____Language dominance not specified
____Mother tongue not specified
____Not specified whether monolingual or bilingual

(If any information is not specified, cross out that heading and complete the rest of the chart)

	A Monolingual	B Bilingual
I N-E Dom N-EMT	1	1
II E Dom EMT		
II$_1$ E Dom N-EMT		

A Total Number Monolingual: 1

B Total Number Bilingual: 1

N Total Number of aides or paraprofessionals: 2

7.2

	No.	%
I A	1	50
I B	1	50
II A	—	—
II B	—	—
II$_1$ A	—	—
II$_1$ B	—	—
A	1	50
B	1	50
N	2	

7.3 Language(s) used by bilingual teachers: 7.3 2
(Mark all that apply)

C '70 p26
xerox 7a-e

1-Bilingual teachers teach in only one language

1a-Bilingual teachers who teach in only one language teach in their dominant language, whether that is their native or second language.

Bilingual teachers who teach in only one language teach in their native language:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0-not specified

2-Bilingual teachers teach in both their native and second language, regardless of which is their dominant language.

0-language(s)used by teachers not specified

7.4 Language(s) used by bilingual aides or paraprofessionals: 7.4 1b, 2
(Mark all that apply)

1-Bilingual aides instruct in only one language
1a-Bilingual aides who instruct in only one language teach in their dominant language, whether or not it is their native language.
Bilingual aides who instruct in only one lang. teach in their native lang.:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0 not specified
2-Bilingual aides instruct in both their native and second language,

II E Dom ENT

II E Dom N-ENT

II A	—	—
II B	—	—
II A	—	—
II B	—	—
A	1	50
B	1	50
N	2	

A Total Number Monolingual	B Total Number Bilingual	N Total Number of aides or paraprofessionals
1	1	2

7.3 Language(s) used by bilingual teachers: (Mark all that apply) 7.3 2

1-Bilingual teachers teach in only one language C '70 p26 xerox 7a-e

1a-Bilingual teachers who teach in only one language teach in their dominant language, whether that is their native or second language.

Bilingual teachers who teach in only one language teach in their native language:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0-not specified

2-Bilingual teachers teach in both their native and second language, regardless of which is their dominant language.

0-language(s)used by teachers not specified

7.4 Language(s) used by bilingual aides or paraprofessionals: (Mark all that apply) 7.4 1b, 2

1-Bilingual aides instruct in only one language
1a-Bilingual aides who instruct in only one language teach in their dominant language, whether or not it is their native language.
Bilingual aides who instruct in only one lang. teach in their native lang.:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0 not specified
2-Bilingual aides instruct in both their native and second language, regardless of which is their dominant language.

0-language(s) used by bilingual aides not specified

7.5 Cultural affiliation of teachers, aides, project director and evaluators by number and percent (Mark all that apply) Specify cultural affiliation.

A. Teachers	No.	%	B. Aides	No.	%	C. Proj. Director	D. Evaluator(s)	No.	%
CHINESE	4	57	Chinese	1	50	American with Chinese Culture	Chinese	1	100
Puerto Rican	3	43	Puerto Rican	1	50			—	—
	—	—		—	—			—	—
	—	—		—	—			—	—

0-not specified

7.6 Selection of N-EMT teachers from local community
0-not specified
Number of N-EMT program teachers from local community ____ and % ____ of total N-EMT teachers.

7.6 No. N.S. % —

7.7 Number and Proportion of teachers and aides of same cultural background as N-EMT students: indicate specific percent on the blank, or if specified descriptively,

A = teachers
B = aides

1-few
2-some
3-many
4-most
5-more than half
0-not specified

7.7 No. % A 6 88 B 1 50

7.8 Teacher Qualifications - Training prior to project
(Indicate number of teachers with each qualification, if given)

7.8 5,9 2,11,13,15 no.'s 2 7

n.s.-qualifications not spcified
0-previous courses not specified

1. ___ teacher must meet a specified level of language proficiency on a standardized proficiency test of the non-English language through which (s)he will instruct
2. ___ teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview
3. ___ previous teaching through N-EMT (in country where it is a native language, in Peace Corps)
4. ___ previous teaching in local area
5. ___ courses in N-EMT language structure and usage
6. ___ courses in N-E literature
7. ___ content (e.g. Social Studies) courses learned through N-EMT
8. ___ any previous education through N-EMT
9. ___ courses in teaching ESL
10. ___ courses in methods of teaching N-EMT language
11. ___ courses in methods of teaching content (e.g. math)in N-EMT
12. ___ certification in ESL
13. ___ certification in teaching N-EMT
14. ___ cross cultural courses
15. ___ courses in the cultural heritage, values, deep culture of N-EMT
16. ___ other qualifications, specify

8.0 STAFF DEVELOPMENT See Xerox 7a-c

8.1 A 2,5,6
B NS

0-No staff training mentioned

8.1 The project is offering training for teachers and /or paraprofessionals in the following areas: (mark all that apply)

A. For Teachers
B. For Para-professionals

5-many
4-most
5-more than half
0-not specified

7.8 Teacher Qualifications - Training prior to project (Indicate number of teachers with each qualification, if given) 7.8 5,9 2,11,13,15 no.'s 2 7

n.s.-qualifications not specified
0-previous courses not specified
1. teacher must meet a specified level of language proficiency on a standardized proficiency test of the non-English language through which (s)he will instruct
2. teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview
3. previous teaching through N-EMT (in country where it is a native language, in Peace Corps)
4. previous teaching in local area
5. courses in N-EMT language structure and usage
6. courses in N-E literature
7. content (e.g. Social Studies) courses learned through N-EMT
8. any previous education through N-EMT
9. courses in teaching ESL
10. courses in methods of teaching N-EMT language
11. courses in methods of teaching content (e.g. math)in N-EMT
12. certification in ESL
13. certification in teaching N-EMT
14. cross cultural courses
15. courses in the cultural heritage, values, deep culture of N-EMT
16. other qualifications, specify

8.0 STAFF DEVELOPMENT See Xerox 7a-c 8.1 A 2,5,6 B NS

0-No staff training mentioned

8.1 The project is offering training for teachers and /or paraprofessionals in the following areas: (mark all that apply)	A. For Teachers	B. For Para-professionals
n.s.-Training indicated, but nature not specified		
1-English as their second language		
2-The teaching of English as a second language		
3-X as their second language		
4-The teaching of X as a second language		
5-Methods of teaching other academic subjects		
6-Methods of teaching other academic subjects in X language		

8.2 Stated goals of teacher training are: 8.2 I 1,4,6,10 II NS

	Students I N-EMT	Students II EMT
1-Understanding of socio-cultural values .. and practices of	✓	
2-Cross-cultural training		
3-Sensitivity to ethnocentricism and linguistic snobbery		
4-Awareness of the social-emotional development of	✓	
5-Strategies for accomodating the different learning styles of		
6-Strategies for cognitive development of	✓	
7-Strategies for reinforcing the self-esteem of		
8-Methods of cross-cultural teaching or teaching the bicultural component		
9-Formulation of pupil performance objectives		
10-Methods of evaluation of pupil performance objectives	✓	

List specific courses if given (or Xerox and attach)

Question 8.0

Narrative 7a

Staff Development 2nd Year

CLASSROOM INSTRUCTION

1. Our two Chinese bilingual teachers employed in September had little public school experience and no training at all in our oral language program. We designed a training program with our consultants, Dr. Paul King and Mrs. Eva King. This program uses proven Language-Through-Literature program which had been developed as part of a USOE Research Project between 1964-67 (D-107). 142 lessons, songs and pattern material were available to us only in Spanish and English. Our two Chinese bilingual teachers then translated this material (including about 33 songs) into Chinese. We developed an ongoing program of translation of materials. We began to implement our program, entering into the Pre-K and K classrooms, in late October and November.

2. Our Chinese bilingual teachers as well as our Spanish bilingual teachers had difficulty in grasping the concept of content teaching in the native language. This difficulty, we feel, is due to the complete dominance of English at P. S. 1: There are two classroom teachers. They are of Chinese descent. Both of them teach only in English. They have indicated that they are not able to teach in Chinese. There are no native Spanish-speaking classroom teachers at P. S. 1. There is one Chinese bilingual teacher in School Community Relations.

   There is a great deal of emphasis on reading and remedial reading techniques, in English, done on a whole group basis. We see there was little individualization of instruction. The selection of the oral Language-Through-Literature program, the Read-With-Me stories, as well as IPI in conjunction with the Learning Laboratories potentially gives us a way of breaking down the present classroom setup. We can organize for individual and group instruction. In the summer the Project Director did coordinate and follow through on delivery of the curriculum materials and equipment (technology) needed to help us implement and facilitate individualization in our program. The Learning Laboratories were delivered about mid-September. The IPI program materials were delayed in delivery until about January 1970. In the interim period, September, October, November, we had translated all of Level A into Spanish and into Chinese. Delay in delivery of materials made it difficult to implement our program for math in the native language (concepts). Many of our children in the first and second grade had developed past the Level A materials.

3. The Parents Association at P. S. 1 developed the theory that if IPI could not be applied to the total school, then it cannot be applied to any of the classes. We experienced resistance from the Parents Association (Parents Association president) who had a child in the

first grade in one of our experimental bilingual education classes. She developed a resistance not only to IPI but to bilingual education for her child. We had to insure that when teaching bilingually with our bilingual teachers, the regular classroom teacher instructed the Parents Association President's child in English rather than in the child's native language. The child is English dominant. This was not seen as a serious social situation for our program. We also had two other cases out of 180 children. We made sure that the wishes of the parents as to their child's participation in the direct teaching aspect of the bilingual education program was followed.

4. We did secure during the months of October and November parental consent slips for children to continue in the program. We followed this approach when we saw that it would be difficult to shift children in the program in terms of whether their parents wanted them included in our classes. The classroom teachers, according to our informal conversations with them, would resist this type of movement. This would consequently endanger the whole program. Out of approximately 180 children in our program, we received responses from 120 parents. We found that 112 parents accepted the bilingual program and wanted their children to be in these classes. Eight parents did not want their children to receive it but would allow them to continue in these classes. Consultations indicated that they wanted no direct bilingual instruction but would accept indirect bilingual instruction. Program delays made us decide to select one room as a working model-type classroom. This idea was developed in December and January. Thus we can persuade other classroom teachers by a concrete example. The paraprofessionals and teachers can say: "Yes, bilingual education benefits all children".

5. We selected one first grade class as our model. We channeled into it many of our resources . We organized the class, worked with small groups, brought in our project paraprofessionals, gave intensive training to our paraprofessionals, the classroom teacher and the bilingual teachers in IPI as well as in native language instruction. We used the bilingual approach in teaching concepts and in the use of language in teaching mathematics. We believe this technique did work. Our model classroom showed a great amount of progress improvement. We were able to use this as a selling point indicating success for our bilingual program. We fully trained children in the use of the learning laboratories. We stressed classroom management and responsibility on the part of children in the use of the equipment. Our model benefited from our hiring of staff personnel (the evaluator in January and February, the teacher trainer in February, the supervising clerk/steno the day after Washington's Birthday). We saw great progress not only in our model classroom, but also in the rest of the program. Our model worked. We needed to implement it fully throughout the rest of the project.

6. Classroom instruction and management was promoted in our two second grade classes or in our other first grade class. October, November and December were used for training our bilingual project paraprofessionals. We trained our project native language teachers in the IPI system, in classroom management, and the development of oral language materials. Children in the first and second grade were trained in the use of our learning laboratories, and management of project materials. We had to train classroom teachers in terms of new requirements needed to manage classrooms.

7. Classroom teachers resisted strongly our IPI system. This was due to the lack of a summer training program for all of our project personnel. Once school begins, it became extremely difficult (on a voluntary basis) to bring about the required teacher training needed for a program of this sort. We requested and were denied several times, the use of part of the school day for training our teachers. We worked around this by having the Research for Better School people visit our school. They gave training sessions in the afternoon to classroom teachers and paraprofessionals. We, the project staff, covered their classes. The Project Director also covered classes. We were able to receive, on a part time basis, the services of the district teacher trainer assigned to the school. As the classroom teachers and the paraprofessionals became better trained, we then began to institute a policy where our own project personnel were trained during the morning on a weekly ongoing basis.

8. The efforts of our IPI training program for the classroom teachers and the project staff eventually brought about a complete acceptance and strong support of the IPI program. Today, all of our classroom teachers are fully behind the IPI program. They wish to see it continue.

Our project staff is fully behind the IPI program. We wish it to continue. Our evaluators indicate that the children and parents fully support the IPI program. Some children are beginning to show a dramatic change and growth and understanding of arithmetic concepts due to our teaching in native language as well as the opportunity to operate individually at their program level. In the period of February through April, we have been able to make up a great deal of our lost time in terms of schedules. It is quite difficult in a few months to determine whether or not we are really progressing in terms of developing children's concepts in this curriculum area of math by using the native language. However we do note the enthusiasm that all of our children show for the math aspect of the program as well as for Language-Through-Literature aspects of our program. When you enter a classroom almost all (95%) if not all the children appear to be deeply involved in the program. This indicates we are making

to negative, declarative to interrogative, active to passive

a great deal of progress towards individualizing instruction through native language use and our individualized materials.

9. One second grade classroom teacher leaves the program at the beginning of April. She is getting married and moving to Austin, Texas. We found that we are able to make a smooth transition. Her replacement spent several weeks breaking into the class and learning about our bilingual program as well as the Individually Prescribed Instruction system. We found that she was extremely cooperative. She learned quickly our IPI system. No doubt smoothness in transition was helped by the fact that we were providing for at least 45 minutes to one hour a day backup services through the bilingual segment of our program to her classroom.

10. One great weakness in the classroom instructional segment of our program was the need for teacher development and retraining. We attempted to strengthen our teacher development component by introducing to our classroom teachers, our teacher trainer, as well as to the administrative staff of the school the opportunity to enroll in a course in bilingual theory at N. Y. U. We were partially successful in our attempts. The classroom project teachers who enrolled in the course and then dropped it after several weeks. Classroom teachers indicated that this course on bilingual theory and practice did not meet their special needs. However, we were able to gain administrative support because the then acting Principal as well as the teacher trainer and several of our project teachers remained in the course and were able to apply many of the things they learned to our program.

11. We wished to modify the in-service training design in our Title VII project to include participation of staff members in the course teaching with a bilingual approach sponsored by New York University and taught by Hernan La Fontaine, Principal of P. S. 25, a bilingual school in the Bronx. We found that Miss Sundack, the Acting Principal, and Mrs. Cahane, through course participation, were able to make greater contribution toward our Title VII program, helping facilitate the implementation of our bilingual program in the first and second grades.

12. We began to see in February and March, 1970, the beginnings of widespread parent support for our program. By using our Chinese speaking evaluators, we were able to determine that for the Pre-K and K oral Language-Through-Literature program, parents were in full agreement as to benefits of this program for their children. We did find that parents felt their children were not getting enough instruction; if they had it their way, they would increase the Chinese segments of our oral Language-Through-Literature program to the point of where it would be virtually the total classroom program.

13. Comprehensive feedback from evaluators, auditors, teachers, paraprofessionals and all project personnel made us see the need to prepare in a systematic way multi-cultural materials. These materials according to plan will be made available in Spanish and Chinese as well as English.

14. As our bilingual (really, trilingual) program is developing, we hope that more and more Chinese and Spanish speaking bilingual teachers are recruited as regular classroom teachers. In terms of long range goals, all classroom teachers and paraprofessionals must begin to see the need for bilingual teaching for all of our children. Chinese may be an important requirement for the classroom teacher in P. S. 1. Furthermore, cultural awareness of the plight of the Spanish speaking child (Puerto Rican) at P. S. 1 needs to be further developed.

15. Our classroom program began to develop and pick up steam in January, February and March. We saw the need to give our project teachers a little bit more preparation time. We modified our five day schedule. We switched to a four day schedule (one day for preparation of materials and reports, training and conferences). We found that the four day schedule was able to make our program more effective. Furthermore, we began to make group planning and group decision making through the use of conferences and delegation of authority. Group decision making was encouraged in all of our activity.

8.3 Methods of Teacher Training: (Mark all that apply) 8.3 4,3,13

1-courses – NYU course in bilingual teaching - 2 staff members attended p. 29 C 70
2-experiential, teaching supervised by master teacher
3-workshops where teachers offer suggestions to each other
4-use of video-tapes of teachers for feedback on how they are doing
5-cross-cultural sensitivity training, t-groups
6-interaction analysis (e.g. Flanders system)
13 other (specify) Research for Better Schools gave training sessions.

P. 28 C 70

8.4 Project provides released time to teachers and paraproffesionals for joint lesson planning: 1-yes 0- not mentioned 8.4 1
4 day class schedule – 1 day for preparation of materials + reports, training + conferences p. 30 C 70 Xerox 7e

8.5 Project provides for paraprofessionals to receive course credit toward eventual certification: 1-yes 0-not mentioned 8.5 0
How? (specify) _____

8.6 Paraprofessional's role: 8.6 2,6,3,4,5

1-teaching whole class
2-teaching small groups
3-tutoring individually
4-clerical
5-contributing to bicultural component
how ? Making Bilingual Materials for Instruction
6-liaison with parents

8.7 Training for project teachers and paraprofessionals is given by: (mark all that apply) 8.7 A 9 +1, B 9 +1,

	A for teachers	B for aides
0-not specified		
1-University faculty	✓	✓ (9) consultants
2-project's Master Teachers		
3-project's teachers		
(9) other (specify) Research for Better Schools	✓	✓

C 70 p 28 see Xerox 7c

8.8 Number and Proportion of personnel giving teacher training who are: 8.8

	no.	%
1-bilingual		
2-bicultural	1	30%
3-N-EHT (specify background)		

C. 28 p. 10 Xerox 7c

8.9 Training is provided: 8.9 2
1-during a summer session
2-during the academic year
3-other (specify)

8.10 Extent of training:

	A (indicate no. of days)	B (indicate no. of hours)
	8.10 A 2	B 3

4 day class schedule - 1 day for preparation of materials, reports, training + conferences

8.5 Project provides for paraprofessionals to receive course credit toward eventual certification: 1-yes 0-not mentioned — 8.5 0
How? (specify) _____

p. 30 c'70 Xerox 7e

8.6 Paraprofessional's role: — 8.6 2, 6, 3, 4, 5

1-teaching whole class
2-teaching small groups
3-tutoring individually
4-clerical
5-contributing to bicultural component.
how ? Making Bilingual Materials for Instruction
6-liaison with parents

8.7 Training for project teachers and paraprofessionals is given by: (mark all that apply) — 8.7 A 9 +1, B 9 +1,

	A for teachers	B for aides
0-not specified		
1-University faculty	✓	✓
2-project's Master Teachers		
3-project's teachers		
9-other (specify) Research for Better Schools	✓	✓

9 consultants

C'70 p.28 See Xerox 7c

8.8 Number and Proportion of personnel giving teacher training who are: — 8.8

	no.	%
1-bilingual		
2-bicultural	1	30%
3-N-EMT (specify background)		

C. 16 P. 28 Xerox 7c

8.9 Training is provided: — 8.9 2
1-during a summer session
2-during the academic year
3-other (specify)

8.10 Extent of training: — 8.10 A 2, B 5 3, 6, 7

A
1-approximately equivalent to a college course
2-more than one course
3-less than one course
4-other (specify) _____

B (indicate no. of hours)
5 _____ weekly
6 _____ monthly
7 _____ bi-monthly

8.11 Number and Proportion of teachers attending training: — 8.11 no. 1, % 100

	or: if specified descriptively, indicate:
0-not specified	6-most
1-100%	7-many
2-more than 75%	8-few
3-50-74%	9-other (specify)_____
4-25-50%	
5-1-24%	

9.0 TEACHERS' ATTITUDES

9.1 Teachers' attitudes are assessed: (Mark all that apply) — 9.1 4, 6, 7

p.28 c'70 Xerox 7c

0-not mentioned
1-to N-EMT language or dialect
2-to N-EMT students - expectations of achievement
3-to N-EMT culture

4-prior to participation in bilingual project
5-after project training
6-after participation for a period of time in project

7-through a questionnaire
8-other (specify) _____

10.0 STAFF PATTERNS

10.1 Staff patterns: (mark all that apply)
0-not specified
1-team teaching
2-cluster teaching
3-shared resource teacher
-other (specify)

10.2 Staff:
1-bilingual teacher
2-ESL teacher
3-bilingual coordinator
4-aides or paraprofessionals
5-consultant psychotherapist or guidance counselor
6-other (specify) 9 Curriculum coordinator.

10.1 1, 2, p. 37 '70
10.2 4, 4, 9
See Xerox 9a

10.3 Average number of pupils per class:
0-not specified
10.3 22

10.4 Average number of aides or paraprofessionals per class:
0-not specified
10.4 .3

10.5 Average number of N-EMT or bilingual aides (or para-professionals) per clas:
0-not specified
10.5 .3
1 PER PRE-PRE-K GROUP (C '70 · p.70) See Xerox 9b

10.6 Special aide to pupils having most difficulty in learning is given:
1-individually
2-in small groups
0-not specified
by: 3-teacher
4-special remedial teacher
5-paraprofessional
6-parent tutor
7-older student tutor
8-peer tutor
9-not specified
10-no special help given
10.6 1, 2, 3, 5

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

11.1 Duration of Bilingual Education (policy)

N-EMT language will be maintained in program: (mark all that apply)	I ME DOM NEMT	II E DOM EMT	II_1 E DOM NEMT
0-not specified how long			
1-as the alternative language of learning for as long as desired	✓	✓	____
2-as the medium of instruction for special subject matter (e.g. cultural heritage)	✓	✓	____
3-only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English	____	____	____

11.1 I 1, 2
II 1, 2
II_1 ____

11.2 How many years does project state is optimal for instruction for N-EMT group through N-EMT language to continue?
11.2 0

0-not specified

10.4 Average number of aides or paraprofessionals per class: 10.4 .3
0-not specified

10.5 Average number of N-EMT or bilingual aides (or paraprofessionals) per clas: 10.5 .3
1 PER PRE-PRE-K GROUP (C '70 - p.70) See Xerox 9b
0-not specified

10.6 Special aide to pupils having most difficulty in learning is given: 10.6 1, 2, 3, 5

1-individually
2-in small groups
0-not specified

by: 3-teacher
4-special remedial teacher
5-paraprofessional
6-parent tutor
7-older student tutor
8-peer tutor
9-not specified
10-no special help given

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

11.1 Duration of Bilingual Education (policy)

N-EMT language will be maintained in program: (mark all that apply)	I E DOM NEMT	II E DOM EMT	II_1 E DOM NEMT
0-not specified how long			
1-as the alternative language of learning for as long as desired	✓	✓	
2-as the medium of instruction for special subject matter (e.g. cultural heritage)	✓	✓	
3-only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English			

11.1 I 1, 2
II 1, 2
II_1

11.2 How many years does project state is optimal for instruction for N-EMT group through N-EMT language to continue? 11.2 0

0-not mentioned
if for a particular number of years:
1 2 3 4 5 6 7 8 9 10

(if specified in terms of a condition, please state it -
e.g. "if a child begins learning in N-EMT and English in Pre-K, N-EMT instruction should continue through high-school")

Duration of Bilingual Education (in practice) (Mark all that apply)

11.3 Second language learning is introduced in which grade: 11.3 I Prek, k, 1
code: 0= N.A. (if no EMT) II
13= 14= II_1

for each group	N.A.	13= Pre-K	14= K	1	2	3	4	5	6	7	8	9	10	11	12
I N-E DOM		✓	✓	✓											
II E DOM															
II_1 E DOM/NEMT															

Question 10.0

It would appear that more orientation is needed for the school and district staff in understanding the roles of individuals involved in our program. Paraprofessionals, teachers, administrators, the Principal, etc. need to learn about the functions of the project manager, of the evaluator, of the educational consultant etc. In addition, each staff member in the project should develop his own conception of his role in the program. This should then be compared with what has actually been developed as their role in the program. We must begin to understand our obligations and responsibilities, so as to ensure the successful development of the kinds of training and staff development programs that can create the most effective type of instructional program for the children of P. S. 1.

We are moving into two areas that need a great deal of professional development and teacher training: (1) Team teaching in ungraded classrooms and (2) individualized instruction within these classrooms. Once individualized instruction is started in one subject, there is a need for some spill-over into other areas of teaching. It is apparent that there is great need for a common preparation time for teachers in every subject matter area. We need to develop the team-teaching training situation. We already are aware of the need for all personnel involved in the bilingual programs, to spend time together in managing and organizing the classroom. We need coordination between native language instruction and regular second language instruction. There is a need for staff training in developing the team-teaching orientation, the need for more knowledge about individualized instruction techniques and methods. We need to develop teacher potential for organizing procedures and techniques for small group instruction.

In summary, the school staff should be oriented and trained around the goals of the program and should also participate in and contribute to the full implementation of the program. The concept of cooperation should be the paramount idea for the professional growth of all staff members, mutually working together to achieve our goals. More communication between all members of the staff and more feedback are essential elements both within our program and our staff training element.

2-Bilingual aides instruct in both their native and second language

Question 10.5 9b

PLAN FOR SECOND YEAR OF OPERATION

General Introduction:

The major components of the second year of operation will be:

Classroom Instruction
Staff Training
Materials Development
Community

All components contained in the program of the first year will be continued. Certain phases of the program will be expanded and strengthened, particularly the Intensive English activities, the systemization of the use of educational technology, and other parts of the program will be expanded vertically (such as the IPI program into Grade 3, and the Language-Through-Literature program into Grade 1).

Pre-Pre-Kindergarten Program for Three to Four Year Old Children:

The following statement of objectives relates to the instructional program additions herein proposed for continuation program during 1970/71.

General Objectives:

1. Conducted in appropriate native language (Chinese or Spanish) is in a home center by a paraprofessional, three times a week, one hour each session.

2. Participation by approximately 6 - 10 children and their mothers.

3. English occasionally used.

4. Enrichment materials are brought in by the paraprofessional.

5. Activities include the teaching of songs, the relating of simple stories, coloring of papers, use of conventional classroom materials such as crayons, pencils, etc. Overall approach is to "demonstrate through action" the possibilities of what can be done in the home to prepare a child before he goes to school.

11.4 The current project will be linked to a future Bilingual Program at the indicated grade level: (indicate specific grade)

code:	00 (if no EMT)	0 not mentioned	grades 1-3	4-6	7-9	10-12	13-college	14 Voc. training
I N-E DOM			✓					
II E-DOM - EMT								
II$_1$ E-DOM/NEMT								

code: 13=College or University (Other professional training)
14=Federal, State, or Private Vocational Job training

11.4 I 1-3
I$_2$
II

11.5 Second language learning for English dominant students is projected through grade:

11.5 I$_2$ 1
II

code:	00 if no EMT	0 not specified	grades 1	2	3	4	5	6	7	8	9	10	11	12
II EMT			✓											
II$_4$ N-EMT/E Dom														

11.6 Learning in their native language for Non-English dominant students is projected through grade:

11.6 1

0=not specified/Grade (1) 2 3 4 5 6 7 8 9 10 11 12

11.7 The amount of instructional time in and through their native language per day for N-EMT students who are N-E dominant is:

code: 0=not specified m=math s = science ss = social studies

	11.7 Min. per day of instruction through N-EMT	Total Min. per day of any instruction	11.8 Subjects taught in native lang.	11.9 % of time per day of instruction through N-EMT
K	50	120	M, S, SS	K 40 %
1	240	360	M, S, SS	1 66%
2				2
3				3
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

11.10 The amount of instructional time in and through their native language for N-EMT students who are English dominant is:

code: 0 = not specified N.A. = not applicable, no N-EMT, E dom students

11.5 Second language learning for English dominant students is projected through grade: 11.5 I_2 1 / II

code:	00 if no EMT	0 not specified	grades 1	2	3	4	5	6	7	8	9	10	11	12
II EMT			✓											
II_2 N-EMT/E Dom														

11.6 Learning in their native language for Non-English dominant students is projected through grade: 11.6 1

O=not specified/Grade (0) 1 2 3 4 5 6 7 8 9 10 11 12

11.7 The amount of instructional time in and through their native language per day for N-EMT students who are N-E dominant is:

code: O=not specified m=math s = science ss = social studies

	11.7 Min. per day of instruction through N-EMT	Total Min. per day of any instruction	11.8 Subjects taught in native lang.	11.9 % of time per day of instruction through N-EMT
K	50	120	M, S, SS	K 40 %
1	240	360	M, S, SS	1 66%
2				2
3				3
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

11.10 The amount of instructional time in and through their native language for N-EMT students who are English dominant is:

code: O = not specified N.A. = not applicable, no N-EMT, E dom students

	11.10 Min. per day of instruction through N-EMT	Total Min. per day of any instruction	11.11 Subjects taught in native lang.	11.12 % of time per day of instruction through N-EMT
PreK	10	120	?	Pre K 8 %
1	120	360	?	1 33%
2				2
3				3
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

11.13 1-Program is one-way - only non-English Mother Tongue students (including N-EMT-English dominant). English Mother tongue students do not receive instruction in a second language
0-no English Mother tongue students
2-Two Way

11.13 2

11.14 The amount of instructional time in and through their second language for pupils who are native speakers of English is:

code: 0 = not specified N.A. = not applicable, no English MT students

	11.14 Min. per day of instruction through N-EMT	Total min. per day of any instruction	11.15 Subjects taught in second lang.	11.16 % of time per day of instruction through N-EMT
K	10	120	?	K 8%
1	120	360	?	1 33%
2				2
3				3
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

11.17 Mixed or separate language usage by teacher and/or aide in the classroom (mark all that apply)

11.17 3, 4

0-not specified
1-languages are never mixed by either the teacher, aide or the pupil in any one class period; only one language is used.
2-the second language is used exclusively by the teacher, aide and pupils during at least one portion of the school day.
3-the teacher uses one language exclusively within a class period; pupils are allowed to use either native or second language.
4-the teacher uses only one language; however, the aide or paraprofessional uses another during the same class period; students may use either.
5-the teacher reinforces any conversation initiated by the child through the use of whichever language the child has used at the time.
6-constant switching from one language to another by teacher during lesson.
7-the teacher uses English and the paraprofessional then translates the same material for N-EMT pupils.
8-other (summarize)

	Min. per day of instruction through N-EIT	Total min. per day of any instruction	Subjects taught in second lang.	% of time per day of instruction through N-EIT
K	10	120	?	K 8%
1	120	360	?	1 33%
2				2
3				3
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

11.17 Mixed or separate language usage by teacher and/or aide in the classroom (mark all that apply) 11.17 3, 4

0-not specified
1-languages are never mixed by either the teacher, aide or the pupil in any one class period; only one language is used.
2-the second language is used exclusively by the teacher, aide and pupils during at least one portion of the school day.
3-the teacher uses one language exclusively within a class period; pupils are allowed to use either native or second language.
4-the teacher uses only one language; however, the aide or paraprofessional uses another during the same class period; students may use either.
5-the teacher reinforces any conversation initiated by the child through the use of whichever language the child has used at the time.
6-constant switching from one language to another by teacher during lesson.
7-the teacher uses English and the paraprofessional then translates the same material for N-EIT pupils.
8-other (summarize)

12.0 METHODS OF SECOND LANGUAGE TEACHING

(Mark all that apply; some projects may use a combination of methods) 12.0 1, 2a, 2b

1-Audio-lingual habit skills or behavioral approach. Emphasis on communication. Includes contrastive analysis of sounds (units) in both languages by teacher and students, student repitition of tapes and/or fluent teachers' model sentence patterns until responses are automatic. Structural drills and dialogues are systematically presented. Includes direct association between object and word in second language in a sequence of patterns learned in complete sentences. Inductive-generalizations drawn from examples.

2-Transformational-cognitive approach
Acquiring an understanding of the structural patterns or grammatical rules of a language.

2a-inductive -generative approach: through listening to communication, perhaps of peers, and attempting the new language in situations which call for the student to generate sentences - test his understanding. (the way native language is acquired)
Includes direct association between object, picture or action and word in second language.

2b-deductive - the cognitive code approach: through initial formal study and analysis of grammatical structures, then applying them through examples, i.e. answering questions, or transforming affirmative sentences to negative, declarative to interrogative, active to passive.

3-Grammar - Translation Method
Formal study of rules of grammar and translation from first language to second. Emphasis on reading in second language rather than using it for oral communication.

13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

AL-M* Language Skills Sequence
(*Audiolingual Method: listening, speaking, reading and writing)

	I		II	
	Non Eng dom students		Eng dom students	
	A in dom lang	B in second lang	A in dom lang	B in second lang

0 = not specified
(Use not applicable (n.a.) if project has no Eng. dom. students)

13.1 Second language listening-speaking skills are learned:

1-concurrently with dominant language listening-speaking skills		---		---
2-after a specified level of competency achieved in listening-speaking skills in dominant language		---		---
3-a specified period of time after listening-speaking skills in dominant language taught		✓		✓
4-before any specified level of listening-speaking competence achieved in dominant language		---		---

13.1 IB 3
IIB 3

13.2 ALM sequence followed:

1-Listening-speaking proficiency precedes introduction of reading	✓	✓	✓	---
2-Reading is taught concurrently with listening-speaking skills	---	✓	✓	---
3-Learning to read overlaps learning of listening-speaking skills	---	---	---	---
4-There is some overlap between learning to read and to write	---	---	---	---

13.2 IA 1
IB 1, 2
IIA 1, 2
IIB ---

to negative, declarative to interrogative, active to passive.

3-Grammar - Translation Method
Formal study of rules of grammar and translation from first language to second. Emphasis on reading in second language rather than using it for oral communication.

13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

AL-M* Language Skills Sequence
(*Audiolingual Method: listening, speaking, reading and writing)

	I		II	
	Non Eng dom students		Eng dom students	
	A in dom lang	B in second lang	A in dom lang	B in second lang

0 = not specified
(Use not applicable (n.a.) if project has no Eng. dom. students)

13.1 Second language listening-speaking skills are learned:					13.1 IB 3 IIB 3
1-concurrently with dominant language listening-speaking skills		---		---	
2-after a specified level of competency achieved in listening-speaking skills in dominant language		---		---	
3-a specified period of time after listening-speaking skills in dominant language taught		✓		✓	
4-before any specified level of listening-speaking competence achieved in dominant language		---		---	
13.2 ALM sequence followed:					13.2 IA 1 IB 1, 2 IIA 1, 2 IIB ----
1-Listening-speaking proficiency precedes introduction of reading	✓	✓	✓	---	
2-Reading is taught concurrently with listening-speaking skills	---	✓	✓	---	
3-Learning to read overlaps learning of listening-speaking skills	---	---	---	---	
4-There is some overlap between learning to read and to write	---	---	---	---	
13.3 Listening-speaking proficiency determined by:					13.3 IA 1 IB 1, 2 IIA 1, 2 IIB ----
1-measure of listening-speaking proficiency	✓	✓	✓	---	
2-informal assessment by teacher	---	✓	✓	---	
13.4 Second language reading skills are learned:					13.4 IB 1 IIB ---
1-concurrently with learning to read in dominant language		✓		---	
2-after a specified level of dominant language reading competence achievement		---		---	
3-a specified period of time after learning to read in dominant language (e.g. a specific grade)		---		---	
4-before learning to read in dominant language		---		---	

	I Non Eng dom students A dom lang	I Non Eng dom students B second lang	II Eng dom students A dom lang	II Eng dom students B second lang	
13.5 Reading is introduced: A-individually, when child is ready or at a specific time during grade: K					13.5 IA
1		✓	✓		IB 1
2					IIA 1
3					IIB
13.6 Reading readiness is determined by: 1-test of reading readiness		✓	✓		13.6 IA
2-informal teacher assessment			✓		IB 1, 2
					IIA 1, 2
					IIB
13.7 Grade level reading is expected: 1-in first grade					13.7 IA
2-in second grade					IB 1
3-in third grade					IIA 1
4-in fourth grade					IIB 1
5-in fifth grade					
6-in sixth grade					
7-other (specify)					

13.8 Grade level academic achievement (math, science, etc.) in the SECOND language is expected: 13.8 IB 1 IIB 1

1-in the first grade
2-second grade
3-third grade
4-fourth grade
5-fifth grade
6-sixth grade
7-other (specify)

14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING: (mark all that apply) 14.0 I 2, 4 II 3

	I = N-E dom students	II = E dom students
1-Second language learning is only a separate subject for English-speaking students; the second language is not used as a medium of instruction for other subjects.		
2-Second language learning is both a separate subject and also a medium of instruction for other subjects.	✓	

3

13.6 Reading readiness is determined by:
1-test of reading readiness ✓ ✓
2-informal teacher assessment ✓ ✓

13.6 IA ____
IB 1, 2
IIA 1, 2
IIB ____

13.7 Grade level reading is expected:
1-in first grade
2-in second grade
3-in third grade
4-in fourth grade
5-in fifth grade
6-in sixth grade
7-other (specify)

13.7 IA ____
IB 1
IIA 1
IIB 1

13.8 Grade level academic achievement (math, science, etc.) in the SECOND language is expected:
1-in the first grade
2-second grade
3-third grade
4-fourth grade
5-fifth grade
6-sixth grade
7-other (specify)

13.8 IB 1
IIB 1

14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING: (mark all that apply)

14.0 I 2, 4
II 3

	I = N-E dom students	II = E dom students
1-Second language learning is only a separate subject for English-speaking students; the second language is not used as a medium of instruction for other subjects.		
2-Second language learning is both a separate subject and also a medium of instruction for other subjects.	✓	
3-Second language learning is always integrated with the learning of course content (such as social studies) or as a medium of cognitive development.		✓
4-Academic content taught in the native language is used as the referential content of second language learning (the same concept taught in the native language is taught in the second language).	✓	
5-Different academic content is taught in the second language from that which is taught in the native language.		
0-not specified		
6-other (specify)		

15.0 TREATMENT OF CHILD'S LANGUAGE:

	I Non Eng. dom. students A -in dom. lang.	I B 2nd lang.	II Eng. dom. students A Eng.	II B 2nd lang.
1-The child's language is respected. It is not corrected, rather, all of the child's speech is accepted. However, the teacher provides a model of the standard language aiming toward child's eventual control of the standard form.	✓	—	✓	—
2-The child's language is corrected- the teacher points out errors and demonstrates the standard form.	—	—	—	—
3-Other (specify)	—	—	—	—
0-Not specified	—	—	—	—

15.0 IA 1
IB —
IIA 1
IIB —

16.0 MATERIALS

16.1 Reading Materials-Types
Reading Materials are: (mark all that apply)

	16.1 IA	I	II A	II B
1-Linguistically based (Merrill or Miami Linguistic readers, ITA, etc.)	✓		—	✓
2-Basal readers	—	—	—	—
3-Dialect readers	—	✓	✓	—
4-Experience charts (stories dictated by children).	—	—	—	—

IPI -Individually Prescribed Instruction + Language Through Literature Series #2 p 26 c 90
See Xerox 7a

16.2 If some reading material is in the child's dialect, indicate how long it is used:

	16.2 IA	II A
1-Grade 1		
2-Grade 2		
3-Grade 3		
4-Beyond Grade 3		
0-not specified	O	O

16.3 The following are techniques and materials used for second language learning:

0-none specified	—	—
1-pattern drills	✓	✓
2-dialog memorization	—	—
3-choral repetition	✓	✓
4-songs	✓	✓
5-programmed instruction	—	—
6-stories read to children	✓	✓

AUDIO VISUAL AIDES

aiming toward child's eventual control of the standard form. ✓ — ✓ —

2-The child's language is corrected- the teacher points out errors and demonstrates the standard form. — — — —

3-Other (specify) — — — —

0-Not specified — — — —

16.0 MATERIALS

16.1 Reading Materials-Types

Reading Materials are: (mark all that apply)

1-Linguistically based (Merrill or Miami Linguistic readers, ITA, etc.) 16.1 IA ✓ I IIA — IIB ✓

2-Basal readers — — — —

3-Dialect readers — ✓ ✓ —

4-Experience charts (stories dictated by children) — — — —

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16.2 If some reading material is in the child's dialect, indicate how long it is used: 16.2 IA O IIA O

See Xerox 7a

1-Grade 1
2-Grade 2
3-Grade 3
4-Beyond Grade 3
0-not specified

16.3 The following are techniques and materials used for second language learning:

0-none specified
1-pattern drills ✓ ✓
2-dialog memorization — —
3-choral repetition ✓ ✓
4-songs ✓ ✓
5-programmed instruction — —
6-stories read to children ✓ ✓

AUDIO VISUAL AIDES

7-films, filmstrips — —
8-flannel or magnetic boards ✓ ✓
9-realia, graphic displays ✓ ✓
10-records, tapes ✓ ✓
11-listening centers ✓ ✓
12-multi-media approach ✓ ✓

Experiential:

13-role playing — —
14-puppetry ✓ ✓
15-experience charts — —
16-primary typewriter — —
17-learning through direct experience with materials e.g. Montessori ✓ ✓
18-activity centers-chosen by child — —
19-other (specify) — —

Learning outside the classroom:

20-field trips ✓ ✓
21-suggested TV programs — —
22-other (specify) — —

16.4 The sources of Non-English materials and textbooks are: (mark all that apply) 16.4 1, 3, 7, 8, 9, 10, 11

0-not specified
1-are written by native speakers of that language
2-commercially prepared and published in countries where N-E is the native language
3-developed by the project's own bilingual staff
4-developed by the staff of another bilingual project (specify which)
5-developed in conjenction with project parents
6-developed by or with members of N-EMT community
7-are culturally appropriate for N-E culture (specify how this is determined)
8-are cross cultural
9-commercially prepared and published in the U.S.
10-are translations of U.S. texts
11-are coordinated with materials used in the regular subject curriculum
12-other (specify)

16.5 The specific bilingual/bicultural materials used in the language component are: 16.5 1

0-not specified
1-xerox attached-page and document IPI + Language Through Literature Series.

17.0 STUDENT GROUPING

17.1 Student grouping; mixed or separated into dominant language groups: (mark all that apply) 17.1 3, 4, 5, 6

0-not specified

Pupils of both linguistic groups are:

1-always mixed for all learning
2-mixed for language learning
3-mixed for some academic subject learning
4-mixed for non-academic learning; art, music, gym, health
5-separated for native and second language learning into dominant language groups
6-separated for most academic subject learning into dominant language groups
7-never mixed for language or other academic learning
8-other (specify)

17.2 Students are grouped for language instruction: (mark all that apply) 17.2 1, 2, 3

	A-more than ½ the time	B Less than ½ the time
0-not specified		
1-total class		✓
2-small groups (specify size)	✓	
3-individual instruction		✓

17.3 Criteria for grouping:

	Students		
0-not specified	I Non Eng dom	II Eng dom EMT	III Eng dom NEMT
1-by age			

(specify how this is determined)
8-are cross cultural
9-commercially prepared and published in the U.S.
10-are translations of U.S. texts
11-are coordinated with materials used in the regular subject curriculum
12-other (specify)

16.5 The specific bilingual/bicultural materials used in the language component are: 16.5 1
0-not specified
1-xerox attached-page and document IPI + Language Through Literature Series.

17.0 STUDENT GROUPING

17.1 Student grouping; mixed or separated into dominant language groups: (mark all that apply) 17.1 3,4,5,6
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5-separated for native and second language learning into dominant language groups
6-separated for most academic subject learning into dominant language groups
7-never mixed for language or other academic learning
8-other (specify)

17.2 Students are grouped for language instruction: 17.2 1,2,3
(mark all that apply)

	A-more than ½ the time	B Less than ½ the time
0-not specified		
1-total class		✓
2-small groups (specify size)	✓	
3-individual instruction		✓

17.3 Criteria for grouping:

	Students I Non Eng dom	II Eng dom EMT	II$_1$ Eng dom NEMT
0-not specified			
1-by age			
2-by native language	✓		
3-by dominant language		✓	
4-by language proficiency (ex. level of reading skill)	✓	✓	
n.a. not applicable (no E.dom/NEMT)			

18.0 TUTORING

18.1 Student Tutoring is: (mark all that apply) 18.1 0
no-not mentioned
0-type is not specified
1-inter-ethnic (N-EMT student tutors EMT students)
2-intra-ethnic (N-EMT student tutors N-EMT)
3-done by older children (cross age)
4-done by peers (same age)
5-other (specify) _____

18.2 Paraprofessionals or aides give tutoring or instruction as follows: 18.2 2
0-area not specified
1-inter-ethnic (N-EMT aide tutors EMT student)
2-in the acquisition of native language skills
3-in the acquisition of second language skills
4-in other academic subjects

18.3 Parent tutoring: (mark all that apply) 18.3 No

no-not mentioned
0-type not specified
1-inter-ethnic parent tutoring is used
2-intra-ethnic parent tutoring is used

Parents are trained to become tutors for their children:
3-in the home by a home-visiting teacher
4-in an adult education component
5-in school through observation and guidance of teacher
6-as parent volunteers who tutor during the school day
7-materials are provided for use in home by parents
8-other (specify)

19.0 CURRICULUM PATTERNS 19.0 1, 4, 5, 8, 10

The stated curriculum pattern of the bilingual project:
1-Except for inclusion of N-EMT instruction the curriculum is otherwise typical or regular, for this state.
There are other modifications whithin the curriculum of the bilingual program which differ from traditional, typical curriculum such as: (mark all that apply)
2-a non-graded classroom: pupils of different ages are grouped together during part of the school day
3-flexible or modular scheduling
4-small group instruction
5-individualized learning
6-open classroom
7-guided discovery and inquiry
8-a curriculum which is both child and subject-centered
9-others (specify)
10-if the program includes activities which complement experiences children encounter in the home, community and through mass media i.e. TV, describe below:
technological education

20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through: 20.1 1, 2
0-method not mentioned
1-structured envirionment rich with materials child can manipulate order, compare, match for perceptual-motor development
2-non-verbal materials, such as Montessori materials from which children can learn sensory discrimination, matching, seriation, counting, addition, subtraction
3-labeling and discussion of concepts related to time, space, distance, position
4-labeling and grouping actual objects to learn classification;

6-as parent volunteers who tutor during the school day
7-materials are provided for use in home by parents
8-other (specify)

19.0 CURRICULUM PATTERNS

19.0 1,4,5,8,10

The stated curriculum pattern of the bilingual project:

1-Except for inclusion of N-ENT instruction the curriculum is otherwise typical or regular, for this state.
There are other modifications whithin the curriculum of the bilingual program which differ from traditional, typical curriculum such as: (mark all that apply)
2-a non-graded classroom: pupils of different ages are grouped together during part of the school day
3-flexible or modular scheduling
4-small group instruction
5-individualized learning
6-open classroom
7-guided discovery and inquiry
8-a curriculum which is both child and subject-centered
9-others (specify)
10-if the program includes activities which complement experiences children encounter in the home, community and through mass media i.e. TV, describe below:
technological education

20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through:

20.1 1,2

0-method not mentioned
1-structured envirionment rich with materials child can manipulate order, compare, match for perceptual-motor development
2-non-verbal materials, such as Montessori materials from which children can learn sensory discrimination, matching, seriation, counting, addition, subtraction
3-labeling and discussion of concepts related to time, space, distance, position
4-labeling and grouping actual objects to learn classification; grouping objects with common attributes and labeling their attributes (i.e. colors, sizes)
5-direct experience of processes of science through discovery, using materials rather than text; active experimentation by child with teacher's guidance rather than teacher demonstration.
6-direct experience of math through discovery rather than instruction
7-other (specify or xerox) p. no. and document:

20.2 Cognitive development in later grades (grade 4 and above)

20.2 N.A.

0-method not mentioned
1-specify or xerox p. no. and document
n.a.-no grade 4 or later grades

21.0 SELF-ESTEEM 21.0 ~~1,2,4,5,6~~

Stated methods of project compenent expected to increase self-esteem:
no-self-esteem not mentioned as an objective
0-self-esteem is an objective but methods not specified
Teacher encourages pupil to verbally express his feelings:
1-through role-playing
2-puppetry
3-language-experience approach: students dictate stories from their own experience
4-teacher accepts, acknowledges ideas and feelings
5-teacher encourages non-verbal expression of child's feelings through painting, music, dancing
6-teacher provides experiences in which the various ways that children act are accepted by the teacher; their actions are discussed and the children are encouraged not to make fun of "different" ways
7-teacher provides experiences leading to competency and success
8-teacher provides experiences where occasional failure is acknowledged as part of everyone's experience; second attempts are encouraged
9-other (specify) (xerox or summarize) document page #

Teacher provides experiences in pupil self-direction and acceptance of responsibility, such as:
10-pupils act as tutors for other pupils
11-puils have some options in choice of curriculum
12-pupils choose activities from a variety of interest centers
13-older puils participate in curriculum planning and/or development
14-pupils write a bilingual newspaper for dissemination to the community
15-other (specify)

22.0 LEARNING STRATEGIES 22.0 0

1-The project mentions the following specific learning strategies as important for reaching a particular ethno-linguistic group: (specify or xerox) Document and Page no.
Example: Navajo children resist participation in an authoritarian, traditional classroom. An open classroom where teacher participates rather than directs all activities and students or groups of students initiate activites, move about freely or sit in a circle or horseshoe rather than sit in rows, has been found more effective.
0-none mentioned

4-teacher accepts, acknowledges ideas and feelings
5-teacher encourages non-verbal expression of child's feelings through painting, music, dancing
6-teacher provides experiences in which the various ways that children act are accepted by the teacher; their actions are discussed and the children are encouraged not to make fun of "different" ways
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14-pupils write a bilingual newspaper for dissemination to the community
15-other (specify)

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0-none mentioned

23.0 BICULTURAL COMPONENT

23.1 This program is: 23.1 ~~3, 5, 6~~

1-bilingual alone
2-bilingual and bicultural
3-bilingual and multicultural
0-not specified as to which of the above
4-an ethnic studies program is included in the bilingual program
5-art, posters, realia, crafts of both cultures are exhibited in the classroom
6-language and cultural content are integrated
7-other (specify)

23.2 Cross-cultural awareness: 23.2 0

If project mentions specific values or modes of behavior of N-EMT culture, please summarize below: (or attach xerox) found in document _____, page # _____

0-not mentioned

23.3 1-if project mentions efforts to decrease ethnocentrism in either or both groups, describe below: (or xerox-document page/#) 23.3 0

0-none mentioned

23.4 In the bicultural compenent knowledge of the N-EMT culture involves (mark all that apply) 23.4 4,7

0-no bicultural component mentioned

1-Humanistic aspects of culture: ideals and values, literature (oral or written), achievement of particular people or politcal movements

2- Historical-cultural heritage of the past--contributions to art and science

3-'Deep' culture: family patterns and contemporary way of life.

4-Itemization of surface aspects of a country--geography, dates of holidays etc.

5-A specific culture only e.g. one Indian tribe

6-Various cultures of same ethnic/linguistic group (i.e. Spanish-speaking peoples)

7-A third culture different from NEMT or EMT

8-Other (specify)

23.5 American culture is defined: 23.5 NS

0-not specified

1-narrowly: primarily Anglo-Saxon orientation

2-broadly: ethnic pluralism of America--multicultural contributions of various ethnic groups discussed

3-other(indicate document and page number for xerox) or elaborate in your own words

23.3 1-if project mentions efforts to decrease ethnocentrism in either or both groups, describe below: (or xerox-document page/#) 23.3 0
0-none mentioned

23.4 In the bicultural compenent knowledge of the N-EMT culture involves (mark all that apply) 23.4 4,7
0-no bicultural component mentioned
1-Humanistic aspects of culture: ideals and values, literature (oral or written), achievement of particular people or politcal movements
2- Historical-cultural heritage of the past--contributions to art and science
3-'Deep' culture: family patterns and contemporary way of life.
4-Itemization of surface aspects of a country--geography, dates of holidays etc.
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0-not specified
1-narrowly: primarily Anglo-Saxon orientation
2-broadly: ethnic pluralism of America--multicultural contributions of various ethnic groups discussed
3-other(indicate document and page number for xerox) or elaborate in your own words

24.0 COMMUNITY COMPONENT See Xerox 18a

24.1 Bilingual libraries are provided for: 24.1 43
0-group not specified
1-project children
2-adults of the project community
3-teachers
no-bilingual library not mentioned

24.2 An ethnic studies library is provided for: 24.2 No
0-group not specified
1-project children
2-adults of the project community
3-teachers
no-ethnic studies library not mentioned

COMMUNITY

The project got off to a slow start due to personnel recruitment problems, during July and August 1969. The Project Director was the only staff member actually selected by the Governing Board and the Local District. The District was undergoing intensive personnel changes, due to conflict over community control. There followed a period when the Interim District Superintendents were in charge. It became difficult to obtain assistance, guidance and direction. The Principal of P. S. 1, Manhattan, was appointed as District Superintendent in another district and an Acting Principal for P. S. 1 was named by an unofficial District Superintendent.

In summary, many of the previous arrangements, community contacts and preliminary negotiations and details for implementation, had been set up by people who were now no longer employed by the District. There was a 100% changeover in staff. Largely because of turmoil, it became necessary during the months of September, October and November, to redevelop support for our program. The previously selected teachers in P. S. 1 had to be re-involved and new lines of communication were set up within the school.

We recruited new personnel for the project. The Project Director had to re-establish and negotiate new relationships with the local school district, the Central Board of New York State, as well as with O. E. O.

During the summer months a difficult situation had arisen in terms of local control. Significant changes became evident in the various roles played by the Board of Education, the parents, teachers, educators, together with those either for or against community control.

The Project Director decided not to actively go into the community to organize support among the parents for the bilingual program. This would have been construed as developing support for one of the many factions involved in this power struggle. This decision was justified and confirmed through subsequent informal conversations with parents and others living in the community.

The method employed to eventually reach the parents was to distribute consent slips either to the parents directly wherever possible, or

through the children to their parents. Out of a potential population of 180 parents with children in the selected pilot classes, we met with a response of some 120 consent slips returned, thus having approximately two-thirds responding. Out of the 120 parents who replied, 112 gave their consent but there were 8 parents who did not want their children to receive bilingual instruction, but who, at the same time specifically indicated that they wanted their children to be assigned to those same particular classes and with those particular teachers, but not directly involved in the bilingual aspect of the curriculum. Their wishes were respected.

Positive results in terms of parent support for our program were noted over the next several months through three methods used in what might be called Public Relations. The first device was participation by a group of three six-year old first graders who demonstrated the use of our Learning Centers for bilingual instruction on the TV program called "Community Report" sponsored by the Board of Education and shown on Channel 25, the City station. "Community Report" was shown a total of three times in October, November and again in December. Feedback indicated that many parents saw the program. They supported it. On the same TV program, the Project Director participated in a frank discussion involving many aspects of bilingual education.

Another device to enlist parent support and to acquaint them with what we were doing was the printing and distribution of one of the stories in our oral Language-Through-Literature Program. It was reproduced with the story translated into Spanish and Chinese along with the original English. It was given to all children in the project shortly before Christmas. The distribution was highly personalized with the Project Director going to all classrooms. In the presence of the bilingual and other teachers and staff members present, he gave each child his or her own copy of the book. Pleasure for this gift was demonstrated (visual observation by staff) by at least 95% of the children. The teachers expressed their pleasure as well. 30% of the children wanted copies for brothers and sisters at home. Informal conversations in January with a number of parents together with comments from paraprofessionals whose children are in the classes, all indicated a 100% positive response.

At Christmas time, a card was printed with appropriate greetings in all three languages. A Chinese colloquial expression was used wishint everyone peace and happiness for the New Year. An equivalent Spanish expression indicated that: "Once we have destroyed fear, then our children will learn". Finally, a brief English greeting in the same vein. These Christmas cards were mailed to all parents and children

24.3 Provision is made by the school for informing the parents and community about the program through: (Mark all that apply) 24.3 1,8

0-method not specified
no-no provision for informing community
1- bilingual newsletter trilingual
2- monolingual newsletter
3- ews sent to mass media.
4-if articles included with project, check 4
5-bilingual fliers sent home
6-formal meetings
7-informal meetings open to entire community
8-meetings conducted in both languages
9-home visits
10-other (specify)
11-project director personally involved in program dissemination. specify how

24.4 Community involvement in the formulation of school policies and programs is sought through: 24.4 2,3,6

0-type not specified
no-not sought
1-existing community groups working with program
2-bilingual questionnaires
3-community-school staff committees
4-community advisory groups
5-formal meetins open to the entire community
6-informal meetings with community groups
7-other (specify)
8-project director personally seeks involvement of community in program. specify how

24.5 The school keeps informed about community interests, events and problems through: 24.5 2

no-no mention of school seeking to be informed about community
1-meetings open to the entire community conducted in both languages
2-community representatives to the school
3-bilingual questionnaire sent to the home
4-home visits by school personnel
5-other (specify)
0-method not specified

7-informal meetings open to entire community
8-meetings conducted in both languages
9-home visits
10-other (specify)
11-project director personally involved in program dissemination. specify how

24.4 Community involvement in the formulation of school policies and programs is sought through: 24.4 2, 3, 6
0-type not specified
no-not sought
1-existing community groups working with program
2-bilingual questionnaires
3-community-school staff committees
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6-informal meetings with community groups
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no-no mention of school seeking to be informed about community
1-meetings open to the entire community conducted in both languages
2-community representatives to the school
3-bilingual questionnaire sent to the home
4-home visits by school personnel
5-other (specify)
0-method not specified

24.6 The school is open to the community through: 24.6 2
0-not mentioned
no-school is not open to community for community use
1-opening school facilities to the community at large for use after school hours and on weekends
2-providing adult education courses
3-other (specify)

25.0 IMPACT EVALUATION

25.1 Project mentions description or dissemination of the bilingual program through: 25.1 1, 3
1-newspaper articles
2-radio programs
3-TV programs
4-video-tapes
5-films
6-visitors to observe the program

p.32 c.70 See Xerox 18 M

25.2 Project's impact: 25.2 1

1-Project mentions that other classes in the school, but not in the program have picked up methods or material from the bilingual program
2-Project mentions other schools in the local educational system have started bilingual programs
3-Project mentions that a University has instituted teacher training courses in bilingual education to meet staff development needs

26.0 ROLE OF EVALUATOR

26.1 Evaluator has field tested, on a group of children who are of the same language, culture and grade levels as the children in the bilingual program: 26.1 4,2,4

0-not mentioned
1-published measures
2-staff developed measures
3-staff translations of published measures
4-staff adaptations of published measures

26.2 Evaluator has personally observed students in the program: 26.2 3

0-not mentioned
no-never
1-once or twice during the year
2-more than twice
3-regularly
4-other (specify)

26.3 Evaluator has met with teachers: 26.3 3

0-not mentioned
no-never
1-once or twice during year
2-more than twice
3-regularly
4-other (specify)

27.0 EVALUATION PROCEDURE

27.1 0-not specified 27.1 1
1-A comparison group has been chosen
2-A comparison group will be chosen

27.2 0-not specified (mark all that apply) 27.2 1,4,5,8
1-Pre-tests have been given to project group or sample
2- " will be " "
3-Post-tests have been given to project group or sample
4- " will be " "
5-Pre-tests have been given to comparison group
6- " will be " "
7-Post-tests have been given to comparison group
8- " will be " "